MacFarlane, A., Glynn, T., Cavanagh, T., Bateman, S., (2007). Creating culturally-safe schools for Māori students. *The Australian Journal of Indigenous Education,* 36, 65-76.

**Main findings:**

**1. Culturally safe schools**

* Students feel respected and proud of who and what they are as Māori
* Teachers learn about Maori preferred ways of learning, whānau wisdom and karakia (acknowledgement, celebration, honouring an individual’s māoriness…)
* Teachers support senior students finding out who & what to ask about tikanga Māori

**2. Relationships**

* Appreciate, support, value and encourage each other to share talents
* Support students to see themselves as successful learners
* Treat students in open & honest manner, giving feedback and making it fun
* Build students’ competency to create & maintain relationships (peer support)
* Offer students’ choice when misbehaviour occurs – this helps them learn from their mistakes

**3. Restorative practices**

Respond to wrongdoing by restoring mana for all affected by the wrong i.e. safety (freedom from harm/threat); accountability (take responsibility to heal the harm to relationships from wrongdoing); competency (learn how to choose to act differently in the future)

**4. Relationship-based classrooms**

Reciprocal relationships between teacher and students (*ako*); encourage role models and mentorship; involve whānau; learning-centred & student-driven learning; teacher offers individual attention, uses “I”

**5. Culture of care**

Providing hospitality to guests; welcoming new students; *karakia* (meetings)

**6. Community**

School/classroom becomes a place for everyone; open respect for *te reo* Māori and *tikanga* Māori; fosters continuity; buddy/mentor system in place